



# Behaviour Policy

<b>Policy number</b>	US012
<b>Applies to</b>	Upper School
<b>Endorsed by</b>	Head Master
<b>Responsibility</b>	Head Master
<b>Date reviewed</b>	March 2021
<b>Next review</b>	March 2022

## **Behaviour Policy**

The following policy outlines both the promotion of good behaviour and the sanctions for misbehaviour, both of which are crucial to the School's values and ethos.

We believe that high quality teaching and learning takes place in an environment that is stimulating and exciting yet maintains order and sets clear boundaries.

All members of the School have a significant role to play in making Bedford School a safe and positive place to be. It is recognised that the School is a diverse community with a variety of needs. Thoughtfulness, respect and courtesy to others are important values that we expect to be a normal part of our daily life such that all members of the School community feel included and valued. All boys are encouraged to recognise the intrinsic value of each individual and the need for respect and tolerance at all times.

### **Aims**

We aim to:

- Create an environment where children and staff are happy, confident and at ease
- Generate an ethos of hard work, care, commitment and responsibility
- Develop pupils' awareness of acceptable and desirable conduct in the School and wider community
- Minimise behavioural incidents, including low-level disruption.

### **Values**

As a School we value: Endeavour, Responsibility, Integrity and Curiosity. We also believe in:

Doing our best  
Co-operation  
Enthusiasm  
Involvement  
Honesty  
Kindness  
Modesty  
Empathy  
Politeness  
Gratitude  
Self-Discipline  
Respect

## Conduct

In order to achieve our values we should:

- Act and behave in a safe and appropriate manner
- Be courteous, helpful and considerate
- Be sensitive towards others
- Be proud of our achievements without boasting
- Always tell the truth
- Avoid any form of bullying
- Show a full and proper commitment to our academic studies and extra-curricular activities.

## Methods to realise the Behaviour Policy

- Clearly publicise and communicate the [School Rules](#) and the Behaviour policy and procedures to staff, pupils and parents.
- Emphasise to pupils the value of good behaviour and take time to celebrate it.
- Implement rules fairly and follow procedures consistently.
- The School publishes its rules clearly and believes in reminding boys to abide by them.
- Establish strong home-school links and communication systems that can be utilised whenever there is a concern.
- Take the time to discuss the pupil's individually unacceptable behaviour and future strategies.
- Encourage pupils to take more responsibility for themselves and their actions.

## Rewards for Positive Behaviour

We feel it is essential to develop a sense of shared ownership for good behaviour throughout the School and this is achieved through the tutor group, the House and peer support. Boys are encouraged to think of the impact of their behaviour on others, rather than just encouraging individuals to think of their words or actions in isolation. We aim to place the emphasis on praise and reward for good behaviour. By encouraging, promoting and celebrating good behaviour, this will then become the norm.

Rewarding positive behaviour will:

- Show approval, recognise and reinforce good behaviour and genuine achievement
- Reflect and contribute to the good of the School
- Reward and motivate pupils as individuals, and also as part of the wider community of the School
- Encourage the pupils to take responsibility for their own behaviour and achievements

Tutors, through Citizenship and tutor time will encourage, promote and praise good behaviour. Publicly recognising boys' good behaviour and achievement in Assemblies will also focus on developing a positive ethos within the School. We also consider that specific instances of good behaviour should also be rewarded through the Merit, Commendation and Head Master Commendation System.

Rewards for good behaviour and/or academic excellence include:

**Merits:** Merits may be awarded for good work or conduct. Boys usually receive a letter/email home from their tutor when they accumulate ten merits (and a again for every subsequent ten). When they accumulate 75 merits a letter will be sent home from the Deputy Head and £20 of vouchers

will be awarded in assembly. For 100 merits, a boy will receive a letter home from the Head Master and £50 in vouchers to be awarded in assembly.

**Commendations:** These are awards given for work or behaviour that is particularly noteworthy and may embody one or several of the school values (integrity, curiosity, endeavour and responsibility).

**Head Master's Commendation:** These are given for truly outstanding work or behaviour, the likes of which we might see only on a handful of occasions a year.

All of these rewards carry House Points: Merits count as 1 House Point; Commendations as 3; and Head Master's Commendations for a number decided by the Head Master.

## **Disciplinary Procedures**

It is the intention of the School's Disciplinary Procedures to ensure that the standards of conduct, attendance and performance required of pupils be maintained; and to provide a fair means of dealing with any failure to observe these standards or the school rules. All pupils should be aware of the procedure to be followed if they become subject to disciplinary action or sanction.

When it appears that a failure to meet the required standards of the School or a breach of the rules has occurred, the following steps will be taken:

1. The pupil will be advised by his Teacher, Tutor or Housemaster of the complaint and the matter will be discussed with the pupil. Normally a 'trivial' offence will be dealt with at this stage. A concern or warning may be given. If the offence is more serious, then a full investigation and careful consideration of the facts will be carried out without undue delay and may include consultation with any witness to the occurrence.
2. The pupil will be provided with an opportunity to explain his case to the appropriate member of staff who will then make the decision as to what disciplinary action is to be taken. The pupil may, if he wishes, be accompanied and represented during a disciplinary interview.
3. The pupil will be advised if any disciplinary action is deemed to be appropriate, and of the action that will be taken. This will be recorded on the pupil's personal record.
4. Written confirmation will be given to the pupil and his parents of any disciplinary action.
5. Following disciplinary action, and unless there are further offences, sufficient time will be allowed before any further disciplinary action is to be taken to permit the individual to improve in performance or to meet the required standard.

## **Sanctions For Misbehaviour**

Corporal punishment is prohibited for all boys. A member of staff may restrain a boy under the guidelines laid down in Code of Conduct in the Safeguarding Children and Child Protection Policy. A Complaints Policy for Pupils and Parents is published separately. All the punishments listed below are

recorded centrally via the School Network and reported to a boy's tutor and housemaster. In the case of major punishments, a letter is sent to parents. Bullying will always be dealt with as a serious issue and strong sanctions, including exclusion, may be necessary in cases of severe and persistent bullying. This should be read in conjunction with the School's Anti-Bullying policy.

When applying sanctions the needs of the individual should always be taken into consideration. The School does not operate in a way where particular offences receive particular sanctions and professional judgement is used at all times. Pupils with special educational needs, disabilities or extraordinary circumstances, in particular, may in some cases need a different kind of intervention, deepening on the nature of the concern. If in doubt, a member of staff should consult a boy's tutor and Housemaster for advice.

### **Concerns**

Concerns (both Academic and Conduct) are issued by members of staff for minor infringements of the School Rules and expectations. Concerns are entered into the School database, and a boy's Tutor is informed so that they can discuss the concern with their tutee. Boys who receive four Conduct or four Academic Concerns in a term are automatically issued a Conduct or Academic Warning, as appropriate.

### **Warnings**

Where a boy breaks the rules a Conduct Warning or an Academic Warning may be given. Boys and parents are notified automatically when a Warning is issued. If a boy accumulates two Warnings in a school term, he will automatically be given a Conduct Detention. This procedure will be carried out by the Bell Room.

Academic Warnings may be given where a boy produces unsatisfactory work, but not of such a poor standard that it warrants a full Academic Detention. It is intended that this Academic Warning should become a way of highlighting unsatisfactory work and that, when issuing an Academic Warning, the member of Staff would normally require a boy to re-do or repeat the unsatisfactory work. They could also be used when boys hand in work late. Conduct Warnings may similarly be given where an important conduct rule has been broken, or where a boy has made a significant misjudgement, but where the teacher feels that a sanction a step below a conduct detention would be most appropriate.

If a boy accumulates two Academic Warnings in a school term, he will automatically be given an Academic Detention. If a boy accumulates two Conduct Warnings in a school term, he will automatically be given a Conduct Detention.

### **Detentions**

Academic Detentions and Conduct Detentions may be given for significant breaches of the rules. A

Conduct Detention will be given for misbehaviour when a boy breaks School rules or behaves in a way that is unacceptable to the School. They would cover areas such as, for example, truancy, smoking, violence, or some forms of bullying. They may also be given where a boy has received two conduct warnings over the course of a term. Conduct Detentions will be held on Monday evenings from 4.30 – 5.30 p.m. in Room A13 and will be supervised by a member of Staff. Parents, Tutors and House Master are informed if a boy receives a Conduct Detention. Boys are also usually required to attend a pre-detention meeting with the Undermaster or Vice Master on the morning of the detention day. When serving a Conduct Detention, a boy may complete prep or revision work, or will be set a written task that, while not subject specific, will have a clear educational value. Occasionally boys who are serving a Conduct Detention may be asked to assist in other areas, for

example setting up the Great Hall, assisting in the Bell Room with envelope packaging, etc. Any such exceptions to the normal Conduct Detention tasks must be approved in advance by the Vice Master.

Academic Detentions are primarily for unsatisfactory work. They would cover areas such as failure to hand in homework, work of a poor standard, work poorly presented, under-achievement in tests, etc. An Academic Detention will be held on Friday evenings from 4.30 - 5.30 p.m. in Room A13 and will be supervised by a member of Staff. Parents, Tutor and House Master are routinely informed if a boy receives an Academic Detention. Boys are also usually required to attend a pre-detention meeting with the Director of Teaching and Learning or Deputy Head (Academic) on the morning of the detention day. When serving an Academic Detention, a boy will be expected to complete academic work of his own choosing, or to read. If the task is completed in an unsatisfactory way it must be reported to the Deputy Head (Academic).

A member of Staff who puts a boy into a Detention must indicate clearly to the boy that he has a detention, completing the entry in the boy's record on the School's database.

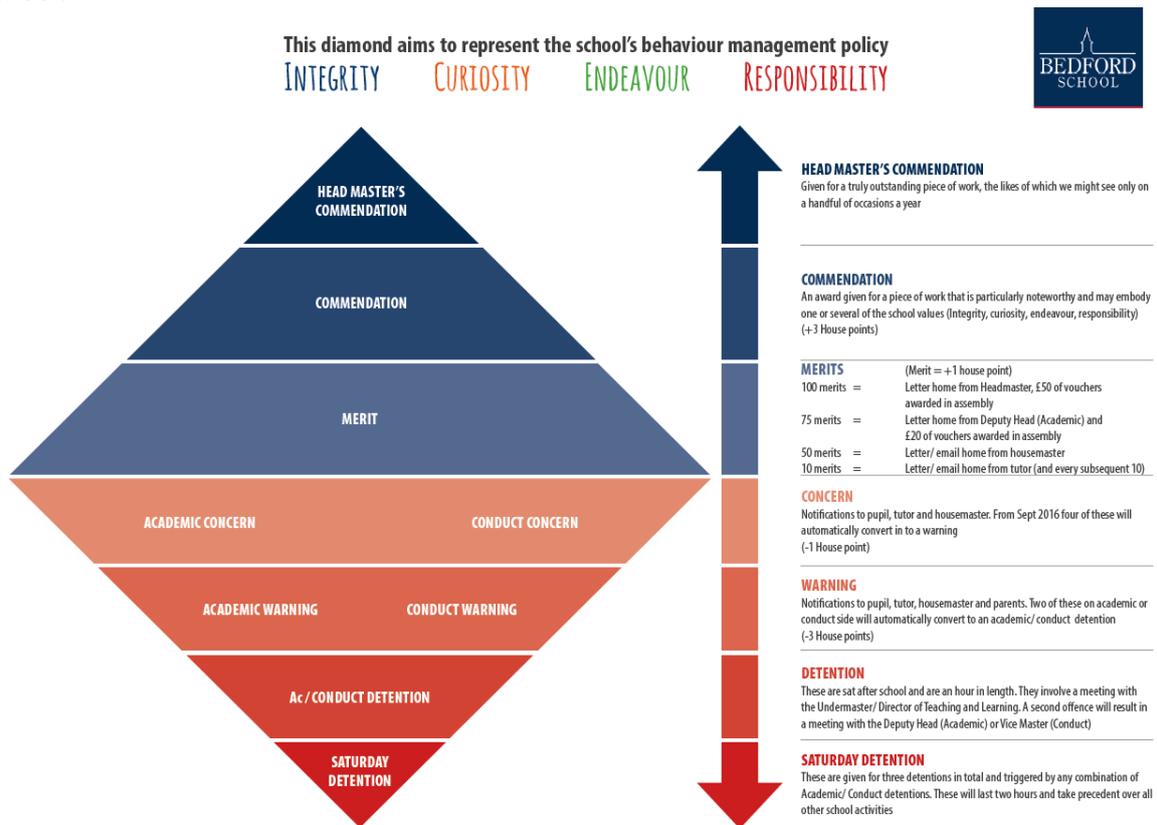
Detentions take precedence over all other School activities, including rehearsals and practices. Any deferment of a Conduct Detention, which will only be given in exceptional circumstances, must be sanctioned by the Vice Master and requests for such deferment should generally be made well in advance of the Conduct Detention date. Deferments of Academic Detentions must be sanctioned by the Deputy Head (Academic). Any boy who has a School representative fixture, which conflicts with Detention, must see the Vice Master or Deputy Head, who will normally defer the detention by one week. This privilege will be extended usually only once in a term.

If a boy receives more than three Detentions (either Conduct or Academic) in a term, parents will be informed, and the boy will be expected to sit a two-hour Saturday Afternoon Detention.

### **Saturday Detentions**

For continuous or exceptional breaches of discipline, a boy may be given a Saturday detention. These will normally last for two hours on a Saturday afternoon. Parents will always be informed if a boy receives a Saturday Detention.

The Rewards and Sanctions System is explained on this diagram, which is posted throughout the school:



## Other Ways Behaviour Might be managed:

### I. Target Card

The Target Card is one way to help identify, monitor and change a pupil's behaviour. At the same time, it is a way for parents and the teacher (or tutor) to regularly communicate. Target Cards can be highly motivating if staff and parents select appropriate rewards to give the child for reaching his daily goals. Blank Target Cards are kept in the Bell Room. Typically, a tutor or Housemaster will decide to issue a boy with a target card and will continually check in with the boy through the duration of time for which it is set.

### The following steps offer a guide for establishing a successful Target Card

#### I. Identify areas for improvement.

Discuss the pupil's behaviour with staff and parents.

Determine the pupil's greatest area(s) of impairment.

Define goals, for example: Improving academic work, improving classroom behaviour, improving relations with others.

## 2. Define targets

Identify specific behaviours that can be changed to make progress toward the target easier. Targets must be meaningful, clearly defined, and can be observed by the teacher and child, for example:

**Improving academic work** – has the necessary materials to complete the task.

## 3. Determine criteria

Estimate how long the pupil should remain on the Target Card. Note: this may vary depending on progress.

Decide which target behaviours need to be included on the report.

Set a reasonable criterion for each target behaviour, for example:

**Improving academic productivity** - completes one task each period on time.

## 4. Explain

Meet with the child (and specific staff if necessary) and explain all aspects of the Target Card in a positive manner. Communicate with Parents' and Staff.

## 5. Establish a reward system.

Use the School Merit system to reward positive behaviour.

Agree to take the child off the Target Card once a noticeable change in behaviour is established.

## 6. Monitor and modify

Monitor performance each day and sign the Target Card (Tutor and Parent).

Monitor performance each week and sign the Target Card (Housemaster).

At the end of each week retain a copy of the Target Card to file.

Once the criterion for a target is at an acceptable level and the child is consistently reaching it, drop that target behaviour from the Target Card.

The Target Card can be reinstated if problems begin to occur again.

## 7. Consider other action.

If the Target Card is not resulting in a noticeable improvement in behaviour consider other action in conjunction with the Housemaster.

### Examples of targets

<b>Academic Productivity</b> <ul style="list-style-type: none"><li>• Starts work with fewer reminders.</li><li>• Completes tasks on time and accurately.</li><li>• Writes legibly.</li></ul>	<b>Behaviour Outside the Classroom</b> <ul style="list-style-type: none"><li>• Follows School rules</li><li>• Fewer rule violations</li><li>• Required fewer warnings</li></ul>
<b>Following Classroom Rules</b> <ul style="list-style-type: none"><li>• Works quietly</li><li>• Follows class rules</li><li>• Stays on task</li><li>• Raises hand to speak and interrupts class less</li></ul>	<b>Responsibility for Belongings</b> <ul style="list-style-type: none"><li>• Has belongings at appropriate times according to the checklist/chart</li><li>• Has materials necessary for class/subject area</li><li>• Organizes materials and possessions according to checklist/chart</li><li>• Brings the correct equipment to class</li></ul>
<b>Peer Relationships</b> <ul style="list-style-type: none"><li>• Helps peers when appropriate</li><li>• Ignores negative behaviour of others</li></ul>	<b>Homework</b> <ul style="list-style-type: none"><li>• Brings completed homework to class</li></ul>

<ul style="list-style-type: none"> <li>• Contributes to discussion</li> <li>• Does not distract others.</li> </ul>	<ul style="list-style-type: none"> <li>• Has all materials needed for homework at the end of the day</li> </ul>
<p><b>Teacher Relationships</b></p> <ul style="list-style-type: none"> <li>• Accepts feedback appropriately</li> <li>• Asks for help when needed</li> <li>• Respects adults (doesn't talk back)</li> <li>• Complies with teacher requests</li> </ul>	

## 2. Keeping In

Individual boys may be detained for bad or late work, or misbehaviour in class, by a member of staff at a time convenient to him/her. The most likely period is during lunch break. These individual detentions should not exceed half an hour and boys should be released in time to attend normal afternoon activities.

## 3. Sending out of class

Sending boys out of class should not be seen as a standard punishment. Only in exceptional circumstances and for extremely disruptive behaviour should boys be removed from class. They must be sent *either* to the Head of Department's classroom *or* report to the Vice Master or the Deputy Head (Academic) immediately. If neither is available they should be sent to the Bell Room and wait until they have been seen by the Vice Master, Deputy Head, or to a member of staff with delegated authority.

## Suspensions and Exclusions

A boy may only be temporarily excluded from School on the direct and personal action of the Vice Master or Head Master. The Vice Master or Head Master's decision in the case of temporary exclusions is final. Permanent exclusions can only be made by the Head Master. Reasons for exclusion may include (but are not limited to) possession of drugs, theft, violence, bullying or cyberbullying, misconduct of a sexual nature, possession of weapons, computer hacking, serious misconduct towards a member of the school community or which brings the School into disrepute, on or off the school premises. They may also include persistent attitudes or behaviours which are inconsistent with the ethos of Bedford School. Parents may choose to appeal via the parent-elected governor to a panel of School governors if they disagree with the Head Master's decision regarding a permanent exclusion.

### A note about who may give punishments and inappropriate punishments

Teachers and Support Staff may give punishments. Boys are not allowed to give punishments to other boys. The only exception to this is that Monitors may issue Conduct Warnings via the Vice Master. They may also recommend to the Vice Master that a boy should be placed in a Conduct Detention or that boy be placed on a report or gating card.

The following methods of punishment shall not be used: any form of corporal punishment, any deprivation of food or drink, any restriction on visits/communication to or by any boy with his

parents/relatives/guardians, any requirement that the boy wear inappropriate clothing and the imposition of fines (except by way of reparation).

The pupil has the right to appeal using the Complaints procedure.

**James Hodgson**

Head Master

March 2021

Next Review: March 2022